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USD's Fall Semester '74 Courses in El Centro

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OFFICE OF PUBLIC INFORMATION

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USD'S FALL SEMESTER '74 COURSES IN EL CENTRO

IMMEDIATE RELEASE

San Diego, California

The University of San Diego offers teachers, school administrators and other qualified persons the opportunity to earn a Master of Education degree by attending graduate level courses at Imperial Valley College in El Centro.

Courses are sequenced so that Master's degree coursework in Curriculum and Instruction and in Educational Psychology can be completed entirely at the external degree center in El Centro. Students selecting the Counselor Education program and, with some exceptions, students in Special Education will be required to take some courses on the University of San Diego campus.

Courses are offered on Friday afternoons from 4-6:45 p.m. and Saturday mornings from 9-11:45 a.m. on alternate weekends. Education 292, Psychology of the Emotionally Disturbed, will begin on the weekend of September 6 and 7. Dr. Robert E. Nelson is the professor. Education 214, Theories of Learning and Teaching, will begin on the weekend of September 13 and 14. Dr. Patricia Lowry is the professor.

Students may register and obtain textbooks from 3:45-4:30 before the first meeting of each of the classes (September 6 and 13) in room 202, Imperial Valley College.

For further information, write or phone the Office of the Dean, School of Education, University of San Diego, Alcala Park, San Diego, California, 92110, (714) 291-6480, ext. 254.

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(See class offerings attached)

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Class Offerings

Ed. 292 - PSYCHOLOGY OF THE EMOTIONALLY DISTURBED (3 units): Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods.

Ed. 214 - THEORY OF LEARNING & TEACHING (3 units): A study of recent formulations of theory relating to modes of learning, and of correlative teaching strategies. Consideration of research investigations which have both given rise to and been a consequence of these formulations. Some consideration of "classical" learning theories.